

Cuba: Student Learning Outcomes

Subjects:

Social Studies: World History and Geography, Social and Political Science, Global Studies, Ethnic Studies, Human Rights, Foreign Affairs, International Relations and Human Geography.

Objective:

Students (9-12) will understand the key geopolitical, historical, social and internal dynamics of U.S.-Cuba relations, 1895-present. Learners evaluate the role of geography, imperialism, slavery, island ethnicity, resources and power, which have shaped Cuba's culture over time. Students consider the causes and consequences of the Cuban Revolution, including the Batista regime, independence movements of Latin America and Cold War geopolitics. Particular attention is paid to the Eisenhower, Castro, Khrushchev and Kennedy administrations, including the Bay of Pigs incident, Cuban Missile Crisis and the Trading with the Enemy Act that has criminalized travel to Cuba since 1960. Consideration is given to the political dynamics affecting Cuban people on both sides of the Florida straits.

Students will know:

- How geography and European mercantilism characterized Cuba's diverse ethnic composition.
- How 19th century European imperialism exploited ethnic and economic divisions on the island.
- In what ways the War of 1895 characterized the United States' role in Cuba.
- How the Platt Amendment helped shape the emergence of the Cuban Republic.
- The significance of Fulgencio Batista and his strategies during the 1930's and WWII.
- The leaders and vision of the 1940's and 1950's Cuban resistance movement.
- What was the "Bay of Pigs" incident and how did it impact U.S. and Cuban regimes?
- How did Cuba make the transition to socialism under the leadership of Fidel Castro?
- How the U.S. response to Cuba's revolution characterized U.S.-Cuba relations.

- What was the Cuban Missile Crisis and in what ways did the “Mutually Assured Destruction” arms race theory bring the world the brink of nuclear disaster.
- In what ways the collapse of the Soviet Union impacted Cuba.
- What was the “Elian Gonzalez” ordeal and how does it symbolize the Cuban diaspora?
- Why have Cuban-Americans tended to support the U.S. embargo against Cuba?
- In what ways has the Obama administration “People to People” travel license under the Treasury Department (OFAC) impacted Cuban-U.S. relations?

Student Requirements:

- Read “Cuba: A History” by Vilaboy & Vega
- Watch “Armageddon Letters” videos online.

Recommended Reading

- “The Armageddon Letters” by James Blight and Janet Lang
- “New Short Fiction From Cuba” by Loss & Whitfield
- “Old Man and the Sea” by Ernest Hemingway
- “Our Man in Havana” by Graham Greene
- “Trading with the Enemy” by Tom Miller
- “Culture Shock! Cuba” by Cramer & Cramer